

# The American Observer

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A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. -- James Monroe

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## Issues Raised Over Teaching Of History

Survey Shows College Freshmen Unable to Pass Factual Test on U. S. Past

### WHAT SHOULD BE TAUGHT?

Educators Differ as to Emphasis Which Should Be Placed Upon Historical Developments

High school and college students are accustomed to criticisms of their work in the classroom, but not very often do such problems find their way into congressional debates and editorial comment. Recently, however, the question of whether students are learning the important facts of American history has been widely discussed throughout the nation. Schools and colleges are the subjects of heated debate, some people accusing them of being lax or inefficient in their history teaching methods, and others defending both the schools and the students.

This issue has arisen as a result of a test on American history which was given recently to 7,000 freshmen in 36 colleges and universities. The colleges were selected in such a way as to represent all parts of the country. This test, together with the results, is reprinted on page 7.

### Ignorant of History?

The purpose of this test was to find out how much college freshmen knew about American history—how much they had brought with them after having finished high school. The results indicate that they do not know very much. Certainly the knowledge of the facts of American history is not very complete. Only six per cent of the 7,000 college freshmen who were examined could name the 13 original states. Less than one-half of them could name two specific powers granted to Congress by the Constitution. Only about one in seven knew who was president during the War of 1812 or the Mexican War. One-fourth of them did not know that Abraham Lincoln was president during the Civil War and 30 per cent said they did not know that Woodrow Wilson was president during the First World War.

These are illustrations of the weakness shown by the freshmen in answering the questions. Other results of the test, equally interesting, may be discovered if you will examine all the 22 questions, together with the percentage of correct answers.

The publication of these test results created a storm of criticism. Congressmen, editors, educators, and leaders in other fields jumped to the conclusion that students are ignorant of the history of their country. The high schools were accused of poor teaching. There were threats of a congressional investigation to see what was wrong. Some of the criticisms were reasonable and constructive.

(Continued on page 6)



Haunted

FITZPATRICK IN ST. LOUIS POST-DISPATCH

## Building Your Future

By Walter E. Myer

One is likely to succeed in the business world only in case he acquires more capital from time to time than he needs to use in his current operations. He puts this capital by, allows it to accumulate, then as opportunities appear, he puts it to use. He frequently finds occasion to feed this accumulated capital into his business. By this process alone is he able to carry on extensive, complicated, and expanding operations. The accumulation of capital is also an insurance against later insecurity. Even though one may never plan to conduct business enterprises, he must prepare to continue his existence. He must realize that the time may come when he can no longer produce. Then he will be fortunate if he has an accumulation of capital to fall back upon. That is why it is considered so desirable for one to produce a surplus while the going is good, laying up capital for future opportunities and for rainy days.

It is not so generally realized that it is equally desirable for one to lay up intellectual capital. If one is to succeed he should spend years in his study of a wide range of subjects. That is what he does during his student days. Then he continues to study and to learn. He reads, reflects upon, and discusses many matters which do not concern his daily work. But he is accumulating a reserve of information and of ideas. And all the while occasions are coming along which call for information and for skill one cannot acquire in a hurry. These are the times when one falls back upon the reserve he has built up. The businessman making a decision which calls for a broad understanding of economic conditions, the lawyer handling a complicated case, the physician dealing with a critical situation, all these would be utterly helpless if they had not on hand a store of knowledge and technique which has been developed through the years.

Even though one may not be going into business or the professions, he needs a store of intellectual capital. He needs it in order to act intelligently as a citizen. No man can become sufficiently familiar with the problems with which his ballot deals if he waits to study the issues involved until election time approaches. The casting of a ballot is a moment of crisis, comparable to the one faced by the physician when he is confronted by a complicated case. The voter meets the crisis effectively only if he is able to make his decision in the light of a knowledge and understanding which has been in preparation for months or years. And so it is with the little crises with which one's private life is filled. One cannot always meet difficult situations on the impulse of the moment. He needs a reserve of experience upon which he may draw. In time of opportunity and crisis one may live on his intellectual capital, but if he is to be happy in his personal relations and successful in his career, he must be adding constantly to his reserve of capital, intellectual as well as material.

## Rumors Of Invasion Spreading In Europe

New Phase of War Expected as Soon as Tunisian Campaign Draws to End

### HITLER IS KEPT GUESSING

Many Routes Are Available to United Nations When They Storm Axis Fortress

It was just three years ago this month that Nazi hordes swept into Denmark and Norway. It was just a year ago this month that American forces on Bataan were forced to surrender to the Japanese. And as another April moves into its second half, the eyes of the world are again looking for military developments of great importance. But this April, unlike so many of the past, is not filled with ominous forebodings as to where the Axis will strike next. It finds the United Nations on the offensive in most theaters and holding their own in the others. Whether we shall strike in April or where we shall strike will be known only as events unfold, but we do know that the year 1943 is not likely to close without an invasion by Allied forces somewhere in Europe.

### Rumors of Invasion

Last week throughout the world, rumors ran wild as to the imminence of invasion. These rumors are probably the natural result of the turn of events in North Africa. There, the fighting has gone in our favor. It is regarded as only a matter of weeks at most before the Axis forces are completely driven from Tunisia and the Allies in control of the entire African continent. One phase of the war will then be over and the next phase will naturally be an attempt on the part of the United Nations to storm the continent of Europe itself, "Fortress Europe" as Hitler has called it.

What shape the next phase of the war will take has led to considerable speculation throughout the world. Will the United Nations attempt to force a landing on the continent by crossing the channel and invading France, Belgium or the Netherlands, or Norway? Or will the end of the Tunisian campaign be the signal for an invasion across the Mediterranean to strike at what Winston Churchill has called the "soft underbelly of the Axis," which, incidentally, may not be so soft now that the Germans have had months to build up their defenses? Will the Allied forces in the Middle East seek to open the second front through the Balkans? Or, when the hour comes, will several "invasions" take place at the same time?

While we do not know the answers to any of these questions, we begin to get an outline of the "shape of things to come" from developments which are now taking place. For one thing, Allied air power is being

(Concluded on page 3)



# Our Glider Troops--What They Do, How They Feel

Fighting men who soar on silent wings—the glider troops—go through some of the most unique experiences found anywhere in the air forces. These were dramatically pictured by George H. Copeland in a recent article appearing in THE NEW YORK TIMES MAGAZINE. In the following sketch of the glider troops and their work, the quoted material is taken from Mr. Copeland's account.

"The tow-plane ahead roars off, our glider wheels along the ground a few dozen feet and abruptly swoops into the air. Below us the concrete runway whizzes by, an indistinct blur of gray. To the right, level with us and a little to the rear, we see two other gliders, pulled by the same 'mother' ship. All three are small cockleshell copies of the big 'whispering tugs' of today's war of movement, the air freighters which will carry the cargoes for America's armies.

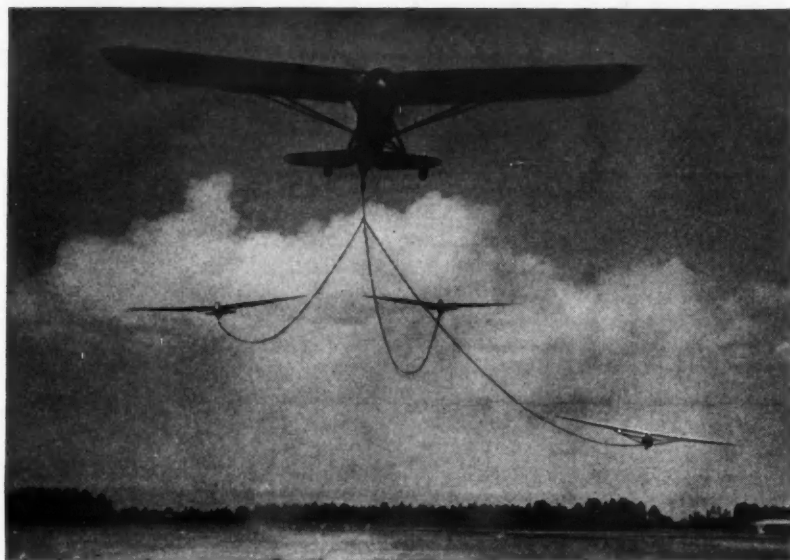
"We keep climbing, swinging left in a wide circle. Strange, this sensation of flying without hearing the drone and feeling the vibration of an engine. The only noise is the singing of the wind against our surfaces, a restful sound like the rustling of tall corn at harvest time, of dry leaves in the autumn breeze. It is a cheerful and useful song, for the glider pilot flies by sound. As airspeed increases, the pitch of the song becomes more shrill and insistent. If the craft slows down and approaches stalling speed and danger, the subdued whispering of the wings sounds a warning signal.

"After about 15 minutes of climbing we are at 4,000 feet and ready to cut loose. Roads below are narrow ribbons of white toothpaste; buildings are children's play blocks. Any one of a dozen fields might be our airport; it is not distinguishable to the inexperienced observer. The pilot points down:

"See that little field? We could make an emergency landing there. You can set these babies down on a dime."

"But we won't try it. The time has come to go home, for the chicks to leave the mother hen. We must break away before the others, for we are closest to the tow-plane, pulled by the shortest rope. We leave first as a safety measure; for if one of the longer cables were left to dangle, our glider might hit it. Our short rope will not cause any such trouble.

"The pilot pulls the 'eight-ball' to disengage, the glider suddenly slows



Three on a tow

up in mid-air, sending us forward against our safety belts. We seem to hang in the air for a moment, a tiny sailboat becalmed in a limitless sea. This is dangerous; we must not lose our flying speed or the glider will spin down out of control. Quickly the pilot pushes the stick forward, the glider's nose drops and we regain momentum, soon hitting 60 miles an hour, correct airspeed for this craft.

"Now the winged shell is free as a bird, unmanacled and on its own. This is the moment for which the pilot has been waiting; it is the nearest thing to actual flying that man has so far attained. No artificial power here; only wings and the sky and the earth. No engine to go wrong; no mechanical worries. Just the fun of guiding this sensitive craft. Icarus flying over the Mediterranean before the sun melted his wax-hinged wings.

"The pilot shows off a bit, putting his steed through her paces. A touch at the stick, the long ailerons move and we are in a steep bank; a side-slip, and we hear the wind whistle and watch the ground come closer. The glider operates like a plane. The pilot holds the control stick in his hand, keeps his feet on the rudders. If this were a sailplane instead of a glider—the difference is largely a matter of weight—the pilot could do some soaring, considered one of the world's most fascinating sports. He could fly a hundred miles or more cross-country, over hills and rivers and cities.

"Back again to our steady glide, and we are soon over the airport at about 1,000 feet. The pilot shows us a small sample of glider warfare.

"Let's go!" he calls. "We're Air Commandos making a fast precision landing in a raid; get set to jump out and fight!"

"He banks over and puts the motorless kite into a tight spiral, a maneuver far different from the long slow glide and 180-degree turn made by a power plane in a landing. We turn fast, round and round, almost directly over the spot we are to hit. The wind whistles through our 'spoilers,' flaps which cut air speed. Green and gray of field and runway whirl past us, level with our eyes, a technicolor film run at top speed. The song of the wings rises to a scream. It seems as though we would dive straight into the ground; but the pilot pulls the stick back and we flatten out right over the spot where we started.

"We could land right here," the pilot calls. "That's what a Commando outfit would do—stop within a few yards. But this is my last trip today so we're going back to the hangar."

"We skim over fields and runways, 30 or 40 feet up. For the first time we get the real feeling of speed, being so close to the ground. High up, there is no such sensation. The glider nears the hangar, seems to slow down of its own free will and comes to rest, as gently as a gull alighting on a beach post, right at the door."

\* \* \*

Hundreds of American boys—glider candidates—are making flights just like this regularly at training centers all over the country. Since Germany sent swarms of glider troops to seize the island of Crete in 1940, the United States Army has seen the value of gliders in modern warfare, and is working rapidly to build a large glider force.

The "glidiators" who sit at the controls of these boxes-with-wings first learn to fly a light power plane, and to make "dead stick" landings; then they move on to the gliders themselves. To get the feel of gliding, the student pilot sits in a one-place glider and is towed behind a jeep, which provides enough speed to put the motorless craft about 50 feet in the air. After that the next step is being towed by a plane, and from then on it is a matter of going higher and higher, learning the various maneu-

vers, gaining experience in free flight, studying such subjects as meteorology and navigation, and becoming accustomed to the largest types of gliders.

When the invasion of Europe gets under way, here is how glider forces will operate: At some point where enemy resistance must be wiped out in a hurry, Allied planes will wrest control of the skies. More planes will come in to drop paratroopers, the shock troops of the attack, who will cut enemy communications, block roads, and seize and defend clearings. Last of all will come tow-planes, each pulling from one to three gliders.

Some miles away from the combat zone, the glider pilots will cut loose and swiftly sail down to the landing areas. As each glider bumps to the ground and rolls to a stop in a space no longer than a city block, a group of from nine to 15 fully armed soldiers will pour out. Some will immediately go into action with rifles and machine guns. Others will make a dash for the cargo gliders and begin unloading heavier equipment—jeeps, larger guns, and stores. Taken by surprise, and crippled by unexpected blows, the enemy will have no time to bring up reinforcements, and the zone will be won in a comparatively short time.

After the war we shall see gliders carrying freight. Under the same principle of locomotives pulling freight cars and tugs towing barges, airplanes can pull more weight than they can lift. And this means a saving in time and money, because gliders can be built more quickly and cheaply than planes.

## ♦ SMILES ♦

"I'm so relieved," reported the girl on the drill press to her companion. "I've just found out that those funny lumps on my arms are muscles."

—MONITOR

Farmer: "This is a dogwood tree."

Tourist: "How can you tell?"

Farmer: "By its bark."

—BOYS' LIFE



"Watch out, everybody—the plate's hot!"

KEY IN COLLIER'S

"Yes, madam," the postal clerk said, "this parcel will be all right. As a matter of fact, you have three cents too much in stamps on it."

"Oh, dear," the lady replied, "how awkward! I do hope it won't be sent too far."

—SELECTED

Employer: "What do you mean by telling me you had seven years' experience in a bank when you never worked before?"

Employee: "Well, you asked for a man with imagination."—BOYS' LIFE

"Daddy, where is Atoms? I can't find it anywhere in my geography."

"I don't think there is any such place, son."

"There must be. This paper says an explosion blew a ship to Atoms."

—BOYS' LIFE



Soldiers pour out of a troop-carrying glider

USAAF





U. S. Marines are likely to be in the vanguard of invasion

ACME

## Invasion of Europe

(Concluded from page 1)

used with greater force now than at any time of the war. Repeated raids on German cities have subjected them to far greater poundings than any suffered by British cities. Round-the-clock raids on the coastal defenses of Western Europe are becoming a common occurrence. From bases in North Africa, the islands of Sicily and Sardinia, which must be controlled before Italy can be invaded, have taken repeated blastings. Only the other day, 100 American "Flying Fortresses" crossed the Mediterranean and unloaded their cargoes of destruction upon the port of Naples in southern Italy.

### Softening Up of Axis

The United Nations have assembled the greatest air armada of bombers and fighters in the history of the world, and this air power is being used with telling effect upon the enemy. The purpose of these constant and heavy raids is clear. It is to soften up Hitler's "Fortress Europe," to destroy vital fortifications, to disrupt transportation systems so that men and supplies cannot be moved quickly, to wipe out munitions plants and other war factories; in a word, the United Nations are now engaged in those activities which are essential preliminaries to actual invasion. They are trying to weaken the enemy materially and to undermine his morale so that when the hour arrives, invasion can be undertaken without the great loss of life that would otherwise be exacted.

But few people regard the intensified air assaults as more than preludes to invasion. Few think the Axis can be crushed by air attacks alone, however devastating they may be. Victory will be achieved only after ground forces have landed on enemy-held territory, destroyed the Axis armies, and reconquered much of the land that has been taken by the Hitler hordes in more than three and a half years of war. In other words, an actual invasion of the continent by land, the opening of a second front, is considered the only way to victory.

It is almost impossible for the average person to comprehend the difficulties involved in a military operation such as must be conducted in order to invade the continent at any place. No such problems were encountered during the last war, for

then we could land our forces on friendly soil, having only the submarine menace to contend with. Now we must cross bodies of water, no matter where we attempt to force a landing, and storm fortifications as strong as any the world has ever seen. The invasion of French North Africa last November, a remarkable and brilliant achievement, offered no such obstacles, for there our forces landed on poorly defended coasts and resistance was brief and weak. Even so, months of the most careful planning had to be made and details to stagger the imagination had to be taken care of. Failure to look after the most minute detail might easily have spelled disaster for the entire campaign.

While no large-scale landings have been attempted against enemy-held territory in Europe, the United Nations are not completely without experience in this type of operation. On numerous occasions since the fall of France, the British have made "commando" raids at various points on the continent. Some of these have been in Norway, others in France. They have been in the nature of experiments to test the strength of the coastal defenses, to gather vital information, and to assist in the planning of a full-scale invasion.

### Dieppe "Dress Rehearsal"

The fullest "dress rehearsal" for an invasion of the continent was staged last summer, in August, when the famous raid on Dieppe took place. The Dieppe raid was conducted largely by Canadian Commando troops with the support of some British Commandos and American Rangers. It accomplished its purpose of landing men and tanks and other equipment on enemy soil, of destroying enemy installations and defenses of various kinds, and of withdrawing under the cover of air and naval protection. Losses were extremely heavy. About half of the expedition of approximately 10,000 men were killed or taken prisoner.

Even though it was a minor operation, compared with what a full-scale invasion designed to establish a permanent foothold in Europe will be, the Dieppe raid required months of painstaking preparation. The following description of the planning of the operation gives a bare suggestion of the difficulties involved. It is taken from *We Landed at Dawn*, a book

written by A. B. Austin, a British newspaperman:

First of all, the thousands of troops had to be brought from their stations in England to their various embarking points at a certain time. It would take them so many hours by road, according to the speed of the slowest vehicles. Once landed in France, it would take them so long to reach their objectives, allowing for speed of foot, carrying of heavy mortar ammunition, and possible differences in enemy opposition at different points.

Between England and France the Navy had to work out its own timetable, equally complicated—the time at which parent ships, destroyers, mine-sweepers, motor gun boats, motor launches, tank landing craft, would need to put to sea, according to their varying speeds; the time at which the parent ships should drop the troops in their assault landing craft in order to synchronize the various waves of assault on the beaches; the distances the assault landing craft should lie off while the fighting was going on, and the time at which they should approach again to pick up the troops.

Most difficult of all was the RAF timetable. The fighter squadrons had to be over their targets in Dieppe or elsewhere to the minute. A few minutes before or after would be too late, whether the job was to fight off the enemy, to protect our own troops, to shoot up gun positions, or to pepper the enemy defenses on the front at Dieppe.

However difficult the job ahead, it is certain to be attempted this year—as certain as anything can be in war. It must be remembered that the United Nations enjoy many advantages they did not have at the time of the Dieppe raid. Last August, the United States' war effort was not yet in high gear. The valuable experience of the African campaign had not been gained. The Russian offensive had not taken place to weaken the German armies and sap the German economic strength. Nor had the aerial bombardment of the continent been carried to the point where it was more than a pecking away at isolated objectives; it was not the systematic destruction of enemy military and industrial strongholds which the present round-the-clock aerial bombardments of the Reich and occupied Europe are.

### Allied Advantages

The end of the Tunisian campaign will result in military advantages of inestimable value. It will free the Mediterranean of Axis threats to Allied shipping and enable the United States and Britain to use the much shorter Mediterranean route to the Russian, European, and Middle Eastern fronts. It will provide them with valuable air bases from which they

can step up their aerial assaults on the continent.

Moreover, the Allies—Americans, British, and French—have an estimated million fighting men now in North Africa who can be used for an invasion of the continent or for military action elsewhere. These men are now tied down to fighting the Tunisian campaign, to protecting the Allied flank against a possible Axis thrust through Spain. Thus there is a great striking force in North Africa, seasoned by actual combat against the enemy, ready for the next phase of the war.

The Allied position in the Middle East has also been greatly strengthened during recent months. The British Ninth and Tenth Armies are concentrated in Syria and Iran and might be used either to join hands with the Russians through the Caucasus or to open a new front through the Balkans. Furthermore, neighboring Turkey has shown definite signs of moving steadily toward the Allied side. Hitler's recent moves, such as the strengthening of the defenses in the Balkans, indicate that he is worried over a possible invasion of his fortress from this corner of the continent.

### Striking Power

Nor must the great striking power which the Allies have gathered in the British Isles be ignored. Large coastal areas have been cleared because of the possibility of military operations, suggesting that important moves from this sector are imminent.

It is regarded as significant that the Allies have done nothing to stifle the rumors of an early invasion which have been going the rounds during the last few weeks. It is part of their own war of nerves to keep the Axis guessing as to where or when they will strike. Success of any second front that is opened will depend to a large degree upon the ability of the United Nations to strike suddenly where the blow is not expected. One of the great weaknesses of Hitler's present position is that he cannot make impregnable the entire coastline from the northern tip of Norway to the southern coast of France, and all the way around the Mediterranean to the Balkans. And to make his fortress secure he must accomplish this while he has millions of his soldiers pinned down on the Russian front.



Some possible invasion routes to Europe



# The Story of the Week

## Inflation Check

A little more than a week ago, President Roosevelt struck a heavy blow at the rising menace of inflation. To "hold the line" on living costs he has issued a new executive order which effectively freezes wages, salaries, prices and rates, on all commodities and services.

More specifically, the order directed: (1) Chester C. Davis, national food administrator, and Prentiss M. Brown, OPA administrator, must see to it that all commodities affecting the cost of living are governed by price ceilings—dollar-and-cents ceilings wherever possible. Where existing limits are too high, they must be cut. (2) The War Labor Board must stop allowing wage and salary increases. (3) The War Manpower Commission must forbid job changes which raise workers' earnings. (4) State and federal agencies controlling transportation must disapprove rate increases and arrange reductions for most rates.

Although most people favored the order, farm and labor leaders were disappointed. John L. Lewis, who is currently fighting for an increase in coal miners' wages, protested against the President's wage policy. Farm leaders asserted that a bigger return to the farmer is necessary if we are to have peak food production.

## War Fronts

As Allied forces last week swept into Sousse, only remaining Axis supply port on the Tunisian east coast, the war in North Africa entered its final phase. Marshal Rommel's battered Afrika Korps left no doubt of its intentions as it fled rapidly up the coast to join the forces under General von Arnim. In the strong mountain positions before Tunis and Bizerte a last-ditch battle is in prospect between the American, British, and French troops and the newly united Axis forces.

Meanwhile reports which have come from the continent of Europe indicate that Hitler and Mussolini, who have been in conference at the Brenner Pass, have decided against an evacuation of their Tunisian troops. Fear of losing most of the Italian fleet in the attempt seems to have



**WALLACE GOES NATIVE.** The Vice-President wears a chamanto, a blanket-like shawl, which was presented to him when he visited Santiago, Chile. Chilean cowboys wear this type shawl.

played a large part in the decision.

In Russia the great winter offensive of the Red Army has been brought to a standstill in the whole northern and central sections with troops bogged down in mud. As we go to press the lull in the Russian war is broken only in the Donets Basin, where the Nazis are trying to break the Soviet defense line below Kharkov, and in the Caucasus, where Red troops are threatening the Nazi hold on the important naval base of Novorossiisk.

Most military observers believe that a decisive victory on the Russian front is impossible this year. They believe that Russia alone cannot defeat Germany and that Germany cannot defeat Russia. That is why increasing attention is being placed upon the opening of a second front on the continent.

## A Rider Succeeds

Last week President Roosevelt was faced with a difficult and unpleasant situation. Before him, waiting for his signature or his veto, lay the public debt act, recently passed by Congress, which raises the legal national debt limit from \$125 billion to \$210 billion. He could not, in the national interest, veto this bill, for the Treasury is now embarking on an intensive campaign to borrow \$13 billion, and the old debt limit has almost been reached. But attached to this important legislation was a "rider"—an amendment dealing with a subject utterly unconnected to the original bill—which repealed the President's executive order limiting salaries after taxes to \$25,000 a year.

The President refused to sign the bill, and permitted it to become law without his signature. Calling for "equality of sacrifice in wartime," he issued this statement:

If the circumstances were otherwise, I should veto the bill. Even so, I cannot permit this legislation to become effective without registering my protest against the attachment to this bill of an irrelevant and unwarranted rider.

Congress has chosen to rescind my action limiting excessive salaries without even attempting to offer a substitute. The result is that Congress has authorized the drafting of men into the Army for \$600 a year

regardless of whether they are earning \$1,000 or \$100,000, but has refused to authorize the reduction in salary of any man not drafted into the Army, no matter how high his income may be.

I still hope and trust that the Congress, at the earliest possible moment, will give consideration to imposing a special war supertax on net income, from whatever source derived, which after the payment of all taxes exceeds \$25,000.

## Post-War Money

After the First World War, one of the greatest international problems was that of reorganizing world trade. Since most of the nations of Europe had been nearly bankrupted by the conflict, the United States loaned great sums of money to help start their commerce again.

This time, two plans have been submitted for regulating the world's money after the war, one British and one American. Both call for a kind of world "bank" which would operate on funds provided by the member nations. This would keep the value of one nation's money in exchange for the money or goods of another nation under control. It would also simplify financial exchanges between nations.

Representatives of 37 nations have been invited to the United States to discuss our plan. After they have met with Secretary of the Treasury Morgenthau, the idea may be sent to Congress where final decisions on our part in the scheme can be made.

## Bolivia Declares War

By official decree of President Peñaranda, Bolivia has placed herself beside Brazil as the second nation in South America—and the thirteenth in Latin America—to declare war on the Axis. As soon as the Bolivian congress (which is not now in session) ratifies the decree, Bolivia will become the thirty-third nation to take up arms against the aggressors in World War II.

Bolivia's population of 3,500,000 affords an army of only a few thousand men. This, together with the fact that Bolivia has no coastline, no seaports, and no navy, means that the declaration of war will not greatly affect the military situation or the defense of South America. However, other Latin American nations—particularly Peru and Chile—may be influenced by this action to take similar steps in the near future.

Bolivia's biggest contribution to the war will be in the way of materials. This country produces more than 15 per cent of the world's tin output, is second only to China in mining antimony, and ranks third in tungsten. It has a growing petroleum industry and is South America's second largest exporter of rubber. Early in May President Peñaranda is coming on an official visit to this country to discuss ways of boosting production of these vital materials and of aiding the United Nations war effort in other ways.

## Giraud vs. De Gaulle

At this writing, Fighting French delegates and representatives of General Giraud's North African regime are still not agreed on a temporary government for Frenchmen fighting Hitler. Both factions want a provisional authority—a group of men to run France after Allied armies take the country out of the hands of the Germans—to be set up now. But when it comes to deciding who shall be represented and how, old differences still bar the way.

A series of talks between de Gaulle and General Bouscat, who heads a mission from Giraud, is now under way. One of the main questions holding up negotiations is that of the underground movements. De Gaulle, whose Fighting French movement has been supported by them, wants them represented. Giraud does not.

A second controversy lies in the form of the temporary administration. The North African plan is for a council of colonial governors and military leaders. The Fighting French advocate a provisional council composed of Giraudist, Fighting French, and underground representatives, with an executive committee including the two leaders themselves.

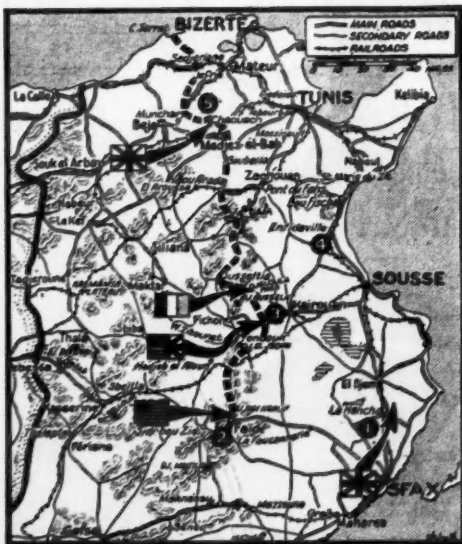
## Clean Plate Club

The city of Minneapolis is going at the problem of food conservation in a new way. Through the Minneapolis *Star Journal and Tribune* the "Clean Plate Club" has been or-



ganized. No dues, no buttons, or badges—its members merely sign a pledge to save food by eating everything on their plates.

Since the club was started at the end of February, pledges have been pouring in from communities all over Minnesota and surrounding states as well as Minneapolis. Students from 151 schools—many of which have signed up 100 per cent—are enrolled. In many, the clean plate has been made a class project. One Minneapolis school pledged its students and teachers on a scroll 25 feet long—a total of 562 Clean Plates.



**MOVING UP.** Numbers 1, 2, 3, and 4 on the map show where British and American forces in Tunisia were pushing ahead last week. Number 4 points to the spot where the Axis was possibly preparing to make a stand. As we go to press the Allies are taking further deep bites in the Axis shaded area.



Once the drive was well under way, an emblem was devised for the club. It shows a hand with a fork in it, and Hitler stuck on the prongs. Beneath it is the slogan, "We Clean Our Plates."

## Missionaries at Work

The missionary movement, especially in the Far East, has been hard hit by the war, but in spite of all obstacles it still retains amazing vitality. There are 1,500 Protestant missionaries and an even larger number of Roman Catholic missionaries who are still active in the Orient, carrying out not only their spiritual work, but also maintaining first-aid stations, soup kitchens, and hospitals.

In Korea, and Thailand, missionary schools are looked upon as hotbeds of agitation for freedom from Japan. As a result all missionaries have been driven from these countries, and schools and churches have been padlocked. But in Japan, strangely enough, only about a third of the missionaries have been confined to their homes and the rest have considerable personal freedom. Moreover, Christian churches and schools, under the direction of Japanese Christians, continue their work. Apparently the Japanese government

tion of troops, materials, or mail by force could be construed to outlaw strikes in all defense industry.

## China Faces Famine

For a thousand years the Chinese people have periodically faced one national disaster—famine. Now, in the midst of a war for survival, they find the specter of starvation once more hanging over their land. This year has been a bad one for crops all over the eastern provinces, and the present food shortage threatens to become the worst in China's history.

As crops have failed in one village after another, the peasants have turned west for help. Realizing that in the less densely populated provinces where the Japanese have not yet penetrated, food should be more plentiful, great masses of them are marching to Kansu, Chinghai, and Ningsia provinces in the northwest section of the country.

As they travel, these famine-stricken people live on bark and grass. Thousands have died on the way, and many more are falling behind because they are too weak from hunger to go on. Altogether, about 10,000,000 people are affected by the famine.

## LaGuardia Remains as Mayor

For the time being, at least, Mayor La Guardia is to remain in civilian clothes and continue to administer the nation's No. 1 city. There have been rumors for several weeks that he was to be appointed a brigadier general in the Army, and that he would have an important administrative post in North Africa. Eventually, it was believed, he was to be the military governor of Italy, for he himself is of Italian origin.

But the Army is opposed to the idea of "political generals"; it prefers that men be given high Army commissions only when they have risen through the ranks and not when they are drawn directly from civilian life. This same point of view prevails in the Senate, which has to approve appointments of generals. These facts led the President recently to deny that he had any intentions of appointing La Guardia as a general. A short time later Secretary Stimson revealed that he had talked to the New York mayor, and that they had agreed that La Guardia's job for the present is at home.

## Our Food Supply

Perhaps the greatest domestic concern of the American people today is food. Still half unbelieving, they



If one goes they all go  
FITZPATRICK IN ST. LOUIS POST-DISPATCH



SUNDAY DRIVERS. A tiny Chinese boy scurries out of the path of an Army jeep, laden with American doughboys, out to see the sights of Chungking, China. The population crowds the sides of the narrow streets to smile greetings at the American boys.

hear that this year's food production may be less than that of last year. New shortages appear on every hand. What has happened that at the first pinch of war our bounty runs dry? Writing in *The Nation*, James G. Patton blames the situation on what he calls "commercialized agriculture," which is lobbying for its own profits and shutting out the small farmer from his necessary place in the food picture. Patton advocates an attack on the problem through the Farm Security Administration:

Look to the achievements of the Farm Security Administration, which last year assisted 7.6 per cent of the nation's farm families to produce 36 per cent of the total increase in milk, 10 per cent of the increase in chickens and eggs, 9 per cent of the increase in pork, 7 per cent of the increase in beef, and 27 per cent of the increase in dried

beans, all 1943 deficit foods. We say that these figures prove that the nation's best hope of increasing food production lies in furnishing financial aid and when necessary farm-management services to the 2,000,000 farm families who in 1940 had gross incomes of less than \$600, and to most of the 2,000,000 or more farm families who had gross incomes between \$600 and \$1,500. The farmers in these two lower income brackets, who customarily produce about 16 per cent of marketed farm commodities, form agriculture's great under-employed reservoir of experienced farm labor.

Big agriculture, like big industry, moves to use the war needs to extend its grip on our economy. Present plans for providing farm manpower are designed primarily to fill the big farmers' labor needs, perhaps by furloughing soldiers. A bits-and-pieces program in agriculture, using under-employed farm families as operators and hired labor, will have a hard time. But if the working farm families realize where their long-run interests are, we can win.

# U. S. History Teaching

(Concluded from page 6)

moaning the low scores made by the 7,000 college freshmen in the American history test, accuse the schools of giving too little attention to history. They say that the schools spend too much time on the study of the present and neglect the past. In our opinion, that is a false notion. The schools should study the problems of the present even more than they do, and in studying these problems of the present, they should use the lessons of the past. They should make use of their studies of history as an aid to an understanding of present problems.

Where this method is followed, students find an immediate use for the facts and ideas which they acquire in the study of history, since they constantly use the things they learn in the history classes in interpreting the present. They do not forget the facts of history. These facts are forgotten only when no use is found for them.

Suppose, for example, that we are studying the present war for freedom. By going back into American as well as European history, we can see how the present conflict is but a continuation of an age-old struggle. The courage shown by our ancestors in fighting for freedom cannot but inspire us today.

Some say that the study of present-day problems is likely to be unscientific, unscholarly, or, as some have said, "sloppy," whereas the study of the past is scientific and scholarly.

This is not true. One may be as scientific and as scholarly in the study of the present problem of preventing inflation as in the study of the Dred Scott Decision.

All students who reach the high school level should be capable of studying the history of their country and of using the lessons of history to interpret and clarify the problems of today. A student should be ashamed to fail in this work. To fail in such studies as these is to fail in one's primary duty as an American citizen.

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It looks fishy from here  
THOMAS IN DETROIT NEWS

considers them too small a minority to bother with. The same relative freedom is enjoyed by missionaries in occupied China.

Missionary work is thriving in free China, especially in light of the lack of supplies and funds, and the difficulty of communication.

## The Union "Racket Bill"

Over the protests of organized labor, the House of Representatives has passed a new bill penalizing "racketeer" activities of unions. The bill, which was introduced by Representative Hobbs of Alabama, sets a 20-year prison sentence on any person who interrupts war work or interstate commerce by force or extortion.

The legislators who wrote this bill were thinking of a case which came up in New York not long ago. Members of a truck-driver's union were indicted for forcing non-union drivers to pay union fees before entering the city. At the time, a federal court dismissed the case. Under the new bill, these men would be punished by a long prison sentence.

Labor objects to the bill because it believes its rights to strike and bargain collectively are menaced. Union leaders feel that although the bill guarantees the preservation of these rights, the provision forbidding obstruction of wartime transporta-



# Controversy Over U. S. History Teaching

(Continued from page 1)

tive and others were uninformed and foolish. But at any rate, the schools immediately became the subject of heated controversy.

The discussion was not all one-sided. There were many who came to the defense of the schools and the students. They argued that the test was not a good one. They said that many of the questions asked about facts which were unimportant.

They said, for example, that students did not need to remember the

is most important in American history. What should the student of American history learn and remember? What are the big movements, the great ideas and principles which should be learned and kept in mind? We shall not attempt a complete answer to these questions. We shall, in the paragraphs which follow, list a number of movements, developments, achievements, problems of American history, which should be thoroughly understood by every stu-

dent of intolerance which have been banished or curtailed; forms of intolerance which still exist; the present status of the struggle for toleration.

4. The growth of democracy in America. Points at which it has been extended; how these results have been achieved; leaders in the movement to extend democracy and to make it effective. Present problems connected with the preservation of democracy.

5. The struggle for economic wel-

development of free education. Leaders who have helped to achieve higher standards. Changes in the content of education. Present problems and prospects.

10. The development of humanitarianism. Evidence that Americans are more humane than in the early days of our history. Steps toward the development of higher standards. Great humanitarians, such as Jane Addams, who have led in this movement. Possibilities of further advances along this line.

These subjects or topics indicate a few of the important lines of development in America—a few of the outstanding facts of American history. Through the study of such subjects students may learn the lessons which history teaches. They will learn how progress has been achieved in various lines. They will become acquainted with the men and women who have really built America and made it what it is. They will learn from the experiences of these great Americans and will be better able to carry on the good work which the heroes of other days have started.

It must be said, however, that many history texts fail completely in making students see the importance of these great movements in American history. Instead, they present a mass of unrelated facts and names which are quickly forgotten because they are not shown to be parts of long-range problems and developments.

## Purpose of History

A good history text will make it clear to students that none of the great ideals for which Americans have stood in the past have ever been realized fully and completely. All the big and promising developments which have characterized the past are still going on. America has not been completed but is still in the making. It is the part of every American to continue the unfinished task. The study of history, if it is wisely pursued, will help Americans of today to go on with the enterprise of building an ever-improving America—the enterprise which has commanded the services of the greatest of Americans of all time.

Patriotic Americans will study their country's history. They will also study the present problems which beset the nation. Some people have the mistaken idea that it is only by becoming acquainted with the past that one demonstrates his patriotism and becomes inspired to love his country more. It is true that a study of the past, if properly followed, will make one more patriotic. It is also true that one will grow in patriotism by studying the problems which remain to be solved, the problems of his own time. He will grow in patriotism by participating in the solution of these problems.

Remember that our present is tomorrow's past. The events which we observe today will be "history" for the next generation, and if we do not take care of this living present, Americans of the future will no longer have a glorious past to look back upon. Citizens of today are makers of history. They have as glorious and heroic a role as any of the heroes of our past.

Some of the people who are be-

(Concluded on page 5)



CEASARE IN N. Y. TIMES MAGAZINE

A people will always find its richest source of cultural interest in its own past.

date when the Homestead Law was enacted and that they did not need to know that before the Homestead Act was passed, public lands sold for \$1.25 an acre. They said these questions were trivial, that one might understand the important issues connected with the public land policy without remembering these particular facts. They said that the examination tested memory of specific dates and facts rather than an understanding of the really significant developments in American history—developments that need to be kept in mind in order to understand the most important problems of the present.

## What Is Important?

Everyone agrees that a person must have a knowledge of facts if he is to understand any movement or development or problem. One who has hazy ideas about a thing, but no concrete information, cannot have clear ideas or sound opinions. There is a difference of opinion, however, as to the facts in American history which are really the most important. Some of the questions in this test do seem to be relatively unimportant, but others are essential to an understanding of either the present or the past.

This brings up the question of what

dent of the subject. The following fields should, we think, be studied and mastered:

1. The peopling of the United States; of what racial and national strains is the population of the United States composed? When and under what circumstances did the various elements come in? How well has the "melting pot" worked and what problems have arisen in connection with it? Probable effects of the almost complete stoppage of immigration about 20 years ago; evidences of the rate of growth of our population and possible consequences.

2. Freedom in the United States. The different kinds of freedom; how Americans won them and how and to what extent they have been preserved. Which of them are now in danger and why? What should be done to keep them? Meaning of the expression, "Eternal vigilance is the price of liberty." Some of the characters of history who have contributed to the achievement of freedom. Their lives should be studied so that we may have the benefit of their experience. It is desirable, also, that we should remember in gratitude what they have done for us.

3. The growth of tolerance in the United States. The more important achievements along this line. Forms

fare and security. Milestones in the effort to achieve higher standards of living. When and how wage levels have been raised. Present problems connected with maintaining and improving standards of living and of achieving greater security.

6. The conservation of resources. Achievements and defeats in the struggle. The extent to which resources have been wasted. How this came about and why. Present problems of conservation.

7. Public land policy; how it came about that land in America was not divided into great estates as it has been in most of the countries of the world, but instead was distributed among the masses of the people. What this has meant to American agriculture; to the establishment of what may be termed "the American way of life." Dangers which today threaten the small, independent farmer and the way of life which he represents.

8. American foreign policies; what traditional policies we have maintained with respect to the Americas, to Europe, to Asia. How the policies have changed. Periods during which we have wavered and been uncertain. Choices which lie before us.

9. Education; how the education of the masses has improved. The de-



# Test on American History

A Committee on American History, with Hugh Russell Fraser of the United States Office of Education as chairman, recently prepared a questionnaire on American history; and this test was given to 7,000 freshmen in 36 colleges, the colleges being located in all sections of the

United States. The results of this test have now been made public. The test and the result are reprinted below. After each question there is found in parentheses a number, which indicates the percentage of students who answered the questions correctly. For example, only six

per cent of those examined could name the 13 original states. The answers are given in a special section on the lower portion of the page. A discussion of this test and its significance may be found in the article which begins on page 1 and continues on page 6.

1. Name the thirteen original states. (6%)
2. On what principal body of water are the following cities located?
  - a. Cleveland (21%) b. St. Louis (29%) c. Cincinnati (22%)
  - d. Portland, Ore. (15%) e. Memphis (16%) f. Milwaukee (19%)
3. Name two of the specific powers granted to the Congress by the Constitution of the United States. (44%)
4. Name four of the fifteen specific freedoms guaranteed to the individual in the Bill of Rights. (45%)
5. Identify at least two of the contributions of the following famous Americans to the political, economic, or social development of the United States:
  - a. Abraham Lincoln (22%) b. Thomas Jefferson (16%)
  - c. Andrew Jackson (12%) d. Theodore Roosevelt (19%)
6. Put in their proper sequence:
  - a. 1. Election of William Henry Harrison
  2. Jackson's war on the Bank of U. S.
  3. Proclamation of Monroe Doctrine
  4. Depression or panic of 1837 (17%)
  - b. 1. War with Spain
  2. Passage of Homestead Act
  3. Inauguration of Theodore Roosevelt
  4. Civil service reform (10%)
  - c. 1. Dred Scott decision
  2. Mexican War
  3. Compromise of 1850
  4. Nullification Act (6%)
  - d. 1. The Boy Scout movement
  2. First social settlement houses
  3. Transcendentalism
  4. The first women's colleges (5%)
7. Name the home state of the following men during their political prominence:
 

John C. Calhoun (20%) Andrew Jackson (15%) John Quincy Adams (16%) Daniel Webster (21%) Thomas Hart Benton (1%) James K. Polk (3%) Henry Clay (10%) Mark Hanna (3%) William H. Seward (14%) Grover Cleveland (17%)
8. What was the Nullification Act of South Carolina and how was the controversy resulting settled? (6%)
9. After each of the following, write what he was principally famous as:
 

Charles W. Eliot (9%) John D. Rockefeller (71%) Jay Cooke

- (5%) William James (9%) Francis Parkman (10%) Carl Schurz (4%) James G. Blaine (14%) Walt Whitman (59%) Henry Thoreau (16%) John Burroughs (12%) James J. Hill (10%) Nicholas Biddle (6%) Alexander Hamilton (48%) Roger Taney (8%) DeWitt Clinton (17%) Eli Whitney (68%) Jay Gould (17%) Henry Ward Beecher (9%) Alexander H. Stephens (2%) Roger Williams (20%)
10. Who was President of the United States during:
  1. The War of 1812 (13%) 2. Mexican War (13%) 3. Civil War (75%) 4. Spanish-American War (15%) 5. World War I (70%)
11. What were the two principal nationalities to migrate from Europe to the United States between 1845 and 1860? (14%)
12. Name the Presidents of the United States who were assassinated:
  1. Garfield (25%) 2. Lincoln (69%) 3. McKinley (31%)
13. Identify:
 

Henry L. Stimson (64%) Jesse Jones (46%) Sumner Welles (46%) Norman Thomas (40%) George C. Marshall (50%) James F. Byrnes (38%) Sam Rayburn (40%) Carter Glass (30%)
14. What has been the traditional American policy toward China? (15%)
15. When was the Homestead Act passed? (4%) Before the passage of the Homestead Act what was the minimum price per acre of Federal public lands sold at auction? (2%)
16. Name three prominent figures identified with railroad history in the United States. (7%)
17. Name any two prominent figures connected with the growths of trusts and monopolies in the United States. (20%)
18. With what inventions are the following names connected:
 

Robert Fulton (60%) Elias Howe (49%) Eli Whitney (73%) S. F. B. Morse (58%) George Westinghouse (11%) Alexander Graham Bell (60%) Charles Goodyear (58%)
19. Name two areas added to the United States by purchase, and from what nations did we acquire them? (20%)
20. Name the following:
 

A prominent figure, not living, connected with the organization of labor in the United States. (14%) One such figure connected with the movement for women's rights. (13%)
21. Which was the first United States census in which railway mileage could have been reported? (2%)
22. Beginning with Massachusetts, name the eleven states in their geographical order from north to south. (3%)

## Correct Answers

1. New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, North Carolina, South Carolina, Georgia.
2. Cleveland (Lake Erie); St. Louis (Mississippi); Cincinnati (Ohio); Portland, Oregon (Willamette); Memphis (Mississippi); Milwaukee (Lake Michigan).
3. To borrow money; raise armies; regulate commerce; provide a Navy; establish naturalization laws; coin money; establish postoffices; regulate land and sea forces; provide a militia; etc.
4. Freedom of religion; freedom of speech; freedom of press; freedom of assembly; freedom of petition; right to bear arms; secure in persons, houses, unreasonable seizure; right to speedy and public trials; not deprived of life, liberty, or property without due process of law; trial by jury; no excessive bail; etc.
5. (a) Lincoln—Emancipation Proclamation; President of the United States; humane reconstruction plans; approved Homestead Act; etc. (b) Jefferson—Louisiana Purchase; President of the United States; author Declaration of Independence; founder of University of Virginia; etc. (c) Jackson—Battle of New Orleans; destroyed Bank of United States; paid off national debt; scotched nullification; etc. (d) Theodore Roosevelt—President of United States; opposed trusts; civil service reformer; conservation pioneer; enforced Sherman anti-trust laws; Panama Canal; etc.
6. (a) Monroe Doctrine, Jackson's war on bank, Depression of 1837, election of Harrison; (b) Homestead Act, Civil Service reform, War with Spain, inauguration of Theodore Roosevelt; (c) Nullification Act, Mexican War, Compromise of 1850, Dred Scott Decision; (d) Transcendentalism, first women's college, social settlement houses, Boy Scout movement.
7. Calhoun (South Carolina); Jackson (Tennessee); Adams (Massachusetts); Webster (Massachusetts); Benton (Missouri); Polk (Tennessee); Clay (Kentucky); Hanna (Ohio); Seward (New York); Cleveland (New York).
8. South Carolina passed a law nullifying a tariff act passed by Congress; President Jackson threatened to hang its instigator (Calhoun) and invade the state; Clay put through a compromise tariff and South Carolina backed

down; repealed the law, thereby avoiding a serious crisis then.

9. Eliot (educator, college president); Rockefeller (oil tycoon, banker); Cooke (financier, banker); James (psychologist); Parkman (historian, novelist); Schurz (statesman, reformer); Blaine (statesman, secretary of state); Whitman (author, poet); Thoreau (essayist, author); Burroughs (naturalist, author); Hill (financier); Biddle (financier); Hamilton (financier, secretary of treasury, statesman); Taney (Chief Justice of U. S. Supreme Court); Clinton (governor of New York, statesman); Whitney (inventor of cotton gin); Gould (financier); Beecher (preacher); Stephens (statesman, vice-president of Confederacy); Williams (minister, founder of Rhode Island).
10. 1. James Madison; 2. James K. Polk; 3. Abraham Lincoln; 4. William McKinley; 5. Woodrow Wilson.
11. 1. Germans; 2. Irish.
12. 1. Garfield; 2. Lincoln; 3. McKinley.
13. Stimson (Secretary of War); Jones (Secretary of Commerce); Welles (Undersecretary of State); Thomas (a leader of Socialist party in the United States); Marshall (Chief of Staff of U. S. Army); Byrnes (Director of Economic Stabilization); Rayburn (Speaker of the House); Glass (senator from Virginia).
14. Open Door.
15. (a) 1862; (b) \$1.25.
16. Vanderbilt, Harriman, Baker, Whitney, Huntington, Stanford, Gould, Washburne, Pullman, Hill, etc.
17. Rockefeller, du Pont, Morgan, Mellon, etc.
18. Fulton (steamboat); Howe (sewing machine); Whitney (cotton gin); Morse (telegraph); Westinghouse (air brakes); Bell (telephone); Goodyear (rubber vulcanizing).
19. Alaska—Russia; Virgin Islands—Denmark; Louisiana Purchase—France; Gadsden Purchase—Mexico; etc.
20. (a) Samuel Gompers; (b) Susan B. Anthony.
21. 1840.
22. Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida.



# Our Inland Waterways Vital to War

**T**HE Great Lakes shipping season ordinarily opens with the official coming of spring. By mid-April, freight-heavy steamboats and barges are a familiar sight on the trade routes of our five inland seas. But this year, winter lingered. It was well into April before the heat of a springtime sun could clear the traffic lanes of ice.

In ordinary years, lake shippers might have made up for these few weeks of lost time without difficulty. This year, however, they face the greatest work load in the history of our inland waterways. In order that American war factories may have the steel they vitally need, lake freighters must transport 95,000,000 tons of iron ore from the mine fields bordering Lake Superior to the industrial cities of Detroit, Cleveland, and Buffalo.

The figure 95,000,000 does not mean much by itself. But when we consider that last year, a total of 92,000,000 broke all records for inland waterway commerce, it becomes important. Even in 1941, when defense industry was already booming, only 80,000,000 tons of ore were hauled. Great Britain, a nation which depends upon imports for its heavy industry, receives no more than 50,000,000 tons a year by water.

## Highways of Commerce

In the middle of the last century, America's great rivers and lakes were the primary highways of commerce. The author, Mark Twain, celebrated their picturesque heyday in many of his writings. Gradually, however, railroads edged out the lake and river boats. Their service was faster, and often less expensive. Today the situation is changed. Railroads and inland water shippers have forgotten competition in the face of a shipping job which demands the full strength of both.

Present efficiency of the Great Lakes ore trade is high. In three to four hours, 10,000 tons of iron can be unloaded. Loading is a matter of minutes. A round trip, from Duluth to Buffalo and back, takes eight days of voyaging. Since President Roosevelt proclaimed a seven-day 168-hour week for ore carriers, the total number of trips per season has increased from the old average of 20 trips to as many as 35.

Many of the lake freighters are bigger than their ocean-going cousins. Carriers of 12,000 and 13,000 ton capacity have become commonplace in the last few years, and all surpass ocean freighters in efficiency. Since the average trip, from Duluth at the tip of Lake Superior to the industrial cities bordering Lake Erie, is no more than 1,000 miles, the ships do not need so large a supply of coal, and consequently have greater cargo space.

In 1942, the Maritime Commission ordered the construction of 21 new ore carriers for the Great Lakes. Most of these are now ready to be launched for service. A typical ore carrier is 595 feet long and 60 feet wide. Fully loaded, one of these new ships can carry 12,000 tons of ore.

A few of the Great Lakes ships have contributed to the war effort by sailing down the St. Lawrence and carrying cargoes directly to Europe. This fact, coupled with the need for direct transportation of lease-lend goods has brought up an old contro-



A Great Lakes steamer takes on a load of coal

C. & O. R.W.V.

versy—that of the St. Lawrence Seaway.

U.S.-Canadian discussions of an improved waterway from the lakes to the ocean began at the end of the last century. Some dredging and clearing of channels was done and a small amount of international trade established between the continent of Europe and such great inland American cities as Chicago. It was not until the last few years, however, that discussions flared up in earnest.

Supporters of the idea argue that it would provide an invaluable short cut for war transport of raw materials. For the postwar world, they picture it as creating a new Mediterranean for America's northern mid-

a large part of its shipbuilding on the shores of Lake Michigan. If there were a good deep-water outlet other vital shipbuilding might be concentrated here—in the comparative safety of an inland area.

Those who oppose the scheme do so on the grounds that we cannot take time out from more pressing wartime tasks to build it. Also, they claim that since the seaway would be blocked by ice for five months of the year, the project is uneconomical. Special interest groups also object to the idea in the light of its effect upon their own activities. Eastern businessmen fear that the seaway would destroy the commercial importance of New York and Boston. Railroad



The ore routes through the Great Lakes

JOHNSON

west. The claim is made that such an outlet for midwestern produce would give profits to farmers equal to the entire cost of the waterway in a single year.

Part of the project includes the construction of two huge dams in the International Rapids just below Montreal. These dams would provide a great new source of hydroelectric power which is greatly needed in the area around the lakes. Some estimators believe that this power would pay for the entire cost of the work involved.

Another argument for the seaway relates to wartime shipbuilding. Already, the U. S. Navy has centered

operators see the new transportation route destroying their business.

The cost of the St. Lawrence Seaway has been estimated as about \$285,000,000 or about the amount it takes to build three battleships. Considering that the Soo locks, connecting Lake Superior with Lake Huron and Lake Michigan, already do more business than the Suez and Panama Canals taken together, this investment might well make the lakes an unparalleled trade center.

But even without the projected seaway, America's inland water transport is reaching the ocean. The Mississippi River and its tributaries form a valuable auxiliary to the

Great Lakes in moving the produce of our midlands. Without counting the lakes, the inland areas afford some 15,000 miles of navigable waterways.

U. S. Army engineers are constantly improving water transport facilities from the great industrial centers. The Mississippi is now navigable for 2,000 miles, from Minneapolis directly to the Gulf of Mexico. Fourteen of its tributaries are also adequate for freight steamers.

The Missouri River can be traveled for some 327 miles, from St. Louis to Sioux City, Iowa. Boats go up the Ohio for 981 miles from Cairo, Illinois, to Pittsburgh. The Allegheny is navigable for 134 miles from Pittsburgh to Oil City; the Cumberland for 519 miles from the Ohio to Burnside, Kentucky. The Mobile, the Tennessee, and the Monongahela Rivers are also usable for transport connections.

The ships which travel these waterways are not the picturesque paddle-wheel affairs of the 1800's. Today's river packet boat has one small smokestack instead of two large ones. It moves swiftly, carried along by a powerful Diesel engine. Instead of the gay purpose served by the old showboats and pleasure steamers, it has a serious place in the war effort.

While the Great Lakes carry mostly iron ore, many other types of produce are now being shipped by lake and river boat. The lakes themselves do an important trade in coal, passing the 50,000,000 mark as long ago as 1941. Grain and stone cargoes are also common on our fresh water seaways.

One of the most important cargoes carried on the boats and barges traveling our system of mighty rivers is oil. Since prowling submarines have made the old transport of oil by tankers along the east coast unsafe, a large part of the oil pumped in Texas and Louisiana now comes east on steel barges, towed up the Mississippi by tugs.

This method has proved so successful that even old wooden barges are now being pressed into service. One tow can carry as much as the average freight car. Carried up the Mississippi and the Ohio, this oil arrives at the most needy industrial areas directly. To ease supplies on the east coast, it is transhipped by rail.

## Role in Postwar Period

In peacetime years, what river trade there was was mostly downstream. Produce from the midwestern states was shipped to New Orleans where it left for trade in foreign lands. War conditions have cut the export trade so drastically, however, that now 85 per cent of the goods carried by river boat goes upstream to supply the eastern and middle sections of our own country.

In the rush of history, as railroads and trucking systems became faster and more efficient, inland water transportation was almost forgotten. But now a war emergency has resurrected it. From the busy ore carriers of the lakes to the oil barges of the great rivers, all of our inland water transports are doing such an important job, and doing it so well that many people believe it will continue to fulfill a good part of our transportation needs in the postwar world as well.